

Barry University

School of Mental Health and Social Work

Clinical Psychology Newsletter

September 2026

2025–2026 PROGRAM EVALUATION HIGHLIGHTS

10 GRADUATES	70% EMPLOYED BY GRADUATION	4.75/5 EXIT SURVEY MEAN	5.88/6 FACULTY RATING
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THE YEAR AT A GLANCE

The 2025–2026 academic year marked a period of significant progress for the MS Clinical Psychology Program. The program completed its transition to the School of Mental Health & Social Work, strengthened its research and clinical-training infrastructure, submitted documentation addressing updated MPCAC standards, and continued preparing ethical, culturally responsive scientist-practitioners for professional practice and doctoral study.

What the evaluation shows

Across student, faculty, alumni, internship, and field-supervisor measures, the program demonstrated strong outcomes in professionalism, ethical practice, research preparation, cultural responsiveness, and readiness for employment or advanced education.



SIMEX Training — March 2026

STUDENT SUCCESS

The Class of 2026

Scholarship, professional preparation, and workforce impact

The graduating cohort demonstrated strong academic achievement, research engagement, and readiness to serve diverse communities.

- Seven of 10 graduates had secured employment in psychology or behavioral health by graduation.
- Seven graduates planned to take the NCMHCE within three months, two within six months, and one within one year.
- Two graduates planned to return to their home countries, four expected to work outside Florida, and four planned to remain in Florida.
- Eight students completed all graduation requirements; two completed their theses during Summer 2026.
- Student scholarship included an international conference presentation and a collaborative manuscript on mental health professionals' roles in disaster preparedness and response.

Learning and competency highlights

ORIENTATION

N = 10

Mean scores ranged from 3.63 to 3.88 on a four-point scale; more than 99% of responses were Agree or Strongly Agree.

GRADUATING STUDENTS

N = 10

Faculty rated the graduating cohort 5.88/6 overall, with all students rated Very Good or Excellent.

EXIT SURVEY

Graduating cohort

The overall program mean was 4.75/5, reflecting strong satisfaction with preparation and program quality.

Programming Enhancements

- ✓ Returned to a thesis-only culminating experience to reinforce the scientist-practitioner model.
- ✓ Expanded experiential learning through upgraded classrooms and a dedicated Clinical Skills Laboratory.
- ✓ Strengthened alignment with the new School of Mental Health & Social Work while preserving program identity and accreditation compliance.



Thesis Defense — 2026

ASSESSMENT FINDINGS

What our stakeholders told us

Strengths affirmed across measures

- Professionalism and ethical conduct were the most consistently endorsed student strengths.
- Students were described as motivated, dependable, culturally responsive, receptive to feedback, and prepared to learn.
- Faculty mentorship, rigorous coursework, thesis preparation, and research opportunities were repeatedly praised by alumni and students.
- Internship and field supervisors reported strong collaboration and university support; responding field supervisors were willing to supervise future Barry students.
- Alumni rated preparation for clinical practice 4.33/5 and preparation for doctoral study 5.0/5.



Supervisor's perspective

"Barry students have been either at the same level or above [doctoral students] in many instances, with them often allocating the time to learn and prepare on their own time."

Where we will keep improving

- Provide more pre-internship practice in assessment, diagnosis, clinical interviewing, case conceptualization, and treatment planning.
- Increase exposure to complex cases, family therapy, community consultation, and interdisciplinary care.
- Improve thesis completion timelines and expand student conference and publication activity.
- Strengthen alumni engagement and long-term tracking of licensure, employment, and doctoral outcomes.
- Formalize the annual assessment cycle so every measure has a benchmark, decision, responsible party, timeline, and follow-up result.

A note about interpretation

Several stakeholder measures had small samples, including the alumni survey (N = 3), field-supervisor survey (N = 3), and adjunct-faculty survey (N = 1). These findings are valuable but are interpreted cautiously and alongside the program's broader evidence base.



LOOKING AHEAD

Our 2026–2027 priorities

1

Applied clinical preparation

Expand competency-based practice in assessment, diagnosis, interviewing, case formulation, and evidence-based intervention.

2

Research and dissemination

Use structured thesis milestones and increase conference presentations, posters, manuscripts, and other scholarly products.

3

Continuous quality improvement

Align every outcome with measures, benchmarks, stakeholder input, decisions, owners, timelines, and published follow-up results.

4

Internship quality

Verify supervision, direct observation, site quality, clinical breadth, and consistent communication with placement partners.

5

Graduate outcomes

Strengthen NCMHCE and licensure preparation while tracking employment, licensure, and alumni outcomes over time.

6

Faculty and program sustainability

Monitor core-faculty teaching, workload, administrative support, adjunct preparation, and annual curriculum review.

7

Responsible AI integration

Build AI literacy into the curriculum while protecting privacy, academic integrity, cultural responsiveness, and human clinical judgment.

Responsible AI: our approach

Students will learn to evaluate AI-generated information, identify bias and fabricated content, protect confidential data, disclose material AI use, and verify outputs against evidence. AI may support learning, research, and administration—but it will not replace professional judgment, supervision, human relationships, or accountability.

Thank you to our community

The program's progress reflects the contributions of students, alumni, faculty, adjunct instructors, internship supervisors, field partners, staff, and university leadership. Your feedback continues to shape a stronger and more responsive program.